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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: (1) effects of creative drama instruction on the story grammar knowledge of field-dependent and field-independent primary grade students; (2) a content assessment of trade books preferred by children in transescence; (3) uses of the daily newspaper in the curriculum of elementary and secondary schools; (4) suicide in books for children age 11 through 14; (5) the treatment of childhood in autobiographies of twentieth century American women; (6) the effectiveness of bibliotherapy on changing fourth, fifth, and sixth grade students' attitudes toward the elderly; (7) children's selection preferences based on the color, size, and thickness of books; (8) young adult novels as television films; (9) the role of the American father as revealed in selected fiction books for children in the elementary grades; (10) native literature in junior and senior high school programs; and (11) children's perceptions of story content as elicited by three modes of presentation--the storyteller, the reader, and the sound slide show. (HOD)

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Literature, Literary Response, and the Teaching of Literature:

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Compiled by the Staff
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Abstracts of the following dissertations are included in this collection:

Bush, Betty Johnson
EFFECTS OF CREATIVE DRAMA INSTRUCTION ON THE STORY GRAMMAR KNOWLEDGE OF FIELD-DEPENDENT AND FIELD-INDEPENDENT PRIMARY GRADE STUDENTS

D'Armond, Charlotte Dawn
YOUNG ADULT NOVELS INTO TELEVISION FILMS: A CONTENT ANALYTIC STUDY

Ericson, Bonnie Ohrlund
A DESCRIPTIVE STUDY OF THE INDIVIDUAL AND GROUP RESPONSES OF THREE TENTH-GRADE READERS TO TWO SHORT STORIES AND TWO TEXTBOOK SELECTIONS

Gilmore, Carole Purcell
CHILDREN'S SELECTION PREFERENCES BASED ON THE COLOR, SIZE, AND THICKNESS OF BOOKS

Grant, Agnes
NATIVE LITERATURE IN JUNIOR AND SENIOR HIGH SCHOOL PROGRAMS

Green, Meryl
THE DEVELOPMENT OF METAPHORIC COMPREHENSION AND PREFERENCE

Kirkland, Catherine Elisabeth
FOR THE LOVE OF IT: WOMEN WRITERS AND THE POPULAR ROMANCE

Lehr, Susan Stewart
A CHILD'S DEVELOPING SENSE OF THEME

McKnight, Nancy T.
A CONTENT ASSESSMENT OF TRADE BOOKS PREFERRED BY CHILDREN IN TRANSESCENCE

Olson, Marilyn Ruth
A STUDY OF THE USES OF THE DAILY NEWSPAPER IN THE CURRICULUM OF ELEMENTARY AND SECONDARY SCHOOLS

Otstott, Michele
THE ROLE OF THE AMERICAN FATHER AS REVEALED IN SELECTED FICTION BOOKS FOR CHILDREN IN THE ELEMENTARY GRADES: AN HISTORICAL OVERVIEW AND CONTENT ANALYSIS

Rolando, Margaret Kernan
AN INVESTIGATION OF CHILDREN'S PERCEPTIONS OF STORY CONTENT AS ELICITED BY THREE MODES OF PRESENTATION: THE STORYTELLER, THE READER, THE SOUND SLIDE SHOW

Russell, David Allen
A SURVEY OF COURSES IN LITERATURE FOR ADOLESCENTS AS TAUGHT IN SELECTED COLLEGES AND UNIVERSITIES

Shiltz, Pauline Kay
SUICIDE IN BOOKS FOR CHILDREN AGE 11-14

Stone, Lorena May
EXPLORING INTERPERSONAL PEACE CONCEPTS, EXEMPLARY LITERATURE, AND PEACE EDUCATION RESOURCES FOR THE SECONDARY SCHOOL ENGLISH CLASSROOM

Unger, Myra Cozad
THE TREATMENT OF CHILDHOOD IN AUTOBIOGRAPHIES OF TWENTIETH CENTURY AMERICAN WOMEN

Weixel, Kirk Richard
TEACHING POETRY IN A NURSING
HOME: A TWELVE-WEEK CURRICULUM

Zeleznick, Bernadette A. Borgese
THE EFFECTIVENESS OF BIBLIOTHERAPY
ON CHANGING FOURTH, FIFTH, AND SIXTH
GRADE STUDENTS' ATTITUDES TOWARD
THE ELDERLY

EFFECTS OF CREATIVE DRAMA INSTRUCTION ON THE STORY GRAMMAR KNOWLEDGE OF FIELD-DEPENDENT AND FIELD-INDEPENDENT PRIMARY GRADE STUDENTS

Order No. DA8514608

BUSH, BETTY JOHNSON, PH.D. *University of Missouri - Kansas City*, 1985. 184pp. Chairman: John E. George

The purpose of this study was to investigate the relationship of creative drama instruction and the story grammar knowledge of second- and third-grade primary students. Also, the effects of different cognitive style tendencies and reading levels upon the effectiveness of comprehension reinforcement techniques were investigated.

Fifty-six second- and third-grade students participated in the study. The subjects were placed in groups according to reading level as determined by the reading subtest of the Metropolitan Achievement Test. The Children's Embedded Figures Test (CEFT) was administered to each subject individually to determine cognitive style tendencies.

Following the determination of each subject's reading level and cognitive style tendency, two experimental groups were formed. These groups were formed on the basis of homogeneous reading ability levels. Two teachers were trained in using both the creative drama procedure and the basal workbook/discussion procedure.

Each group received instruction utilizing both treatments (three stories reinforced with Treatment A--creative drama procedure, and three stories reinforced with Treatment B--basal workbook/discussion). Following the treatment period for each story, each subject retold the story which was audio-taped and then transcribed verbatim by a teaching assistant forming a written narrative protocol.

The written narrative protocol was then evaluated as to the student's use of story grammar knowledge in retelling the story. The protocol evaluations were judged by four professionally trained educators using the Protocol Evaluation Scale.

The effects of the independent variables upon the dependent variable were analyzed using a three-factor ANOVA with repeated measures to compare mean scores. The ANOVA yielded F-ratios for each independent variable and their interactions.

Three conclusions were drawn from the results of the study: (a) the creative drama reinforcement procedure was found to be more effective with the higher readers of Group II, (b) the basal workbook/discussion reinforcement procedure was found to be more effective with the lower readers of Group I, and (c) the students with field-independent tendencies scored higher after both reinforcement procedures than the students with field-dependent tendencies.

YOUNG ADULT NOVELS INTO TELEVISION FILMS: A CONTENT ANALYTIC STUDY

Order No. DA8511748

D'ARMOND, CHARLOTTE DAWN, PH.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1984. 331pp. Director: J. Donald Ragsdale

This study examined the material retained, altered, omitted or created specially for prime time television films based on young adult novels. The purpose of the study was to determine the amount of original material retained by a specific television format, the telefilm.

The telefilms studied were *Go Ask Alice* (1973) credited to Beatrice Sparks, adapted by Ellen M. Violett; *Summer of My German Soldier* (1978) by Bette Greene, adapted by Jane-Howard Hammerstein; and *Are You in the House Alone?* (1978) by Richard Peck, adapted by Judith Parker.

Videotapes, transcripts, and the novels were studied by dividing the latter two into quarter pages and categorizing them as to the function each performed in developing one of the following aspects of content: theme, dramatic construction, characterization, dialogue and narration, description, setting, and style. Reviewers and critics along with quantitative tables provided the data in individual chapters based on the content areas.

Telefilms were found to deviate from the content elements in the novels an average of thirty-three percent with the most faithful adaptation changing a third of the material and the least faithful changing nearly half of the material.

Results of the study include: (1) Major plot lines were increased and minor ones eliminated. (2) Theme was exactly duplicated in only one of the telefilms. (3) Characterization was simplified and adult roles enhanced. (4) Only a third of the dialogue and a tenth of the narrative was retained from the original. (5) Ten percent of the description in the telefilm had some basis in the novel. (6) Two telefilms increased the number of settings presented. (7) Style was radically altered in only one of the telefilms.

Three correlations became apparent: (1) the adapter who demonstrated the highest fidelity to the novelist's style showed a direct relation to the retention of the original wording and character study; (2) fidelity to content elements and retention of major plot lines is interrelated; (3) a telefilm which does not change the amount of description is likely to also retain a large number of the novel's original locales.

A DESCRIPTIVE STUDY OF THE INDIVIDUAL AND GROUP RESPONSES OF THREE TENTH-GRADE READERS TO TWO SHORT STORIES AND TWO TEXTBOOK SELECTIONS

Order No. DA8508215

ERICSON, BONNIE OHRLUND, PH.D. *Syracuse University*, 1984. 214pp. Chairperson: Margaret J. Early

If teachers are to help students become truly literate readers, they must lead their students beyond literal comprehension to critical and flexible response to both literature and exposition, two types of text which students encounter in and out of the classroom. To achieve this, they need an understanding of how students do read and respond to these two types of text. This descriptive study compares three adolescents' responses--articulated thoughts and feelings evoked by a text during and following reading--to two short stories and two textbook selections. These readers' expectations and group discussion responses are also examined.

Three 10th-grade girls were interviewed to learn about their reading experiences and expectations. They responded to open-ended questions individually during and following their reading and also in group discussions. All response sessions were tape recorded and transcribed. Categories for describing responses, expectations, and group interaction were then identified or selected based on analysis of the transcriptions. All data were coded into the categories and examined by categories for similarities, differences, and patterns. Descriptions of each of the three participants' ongoing, post-reading, group, and post-discussion responses are presented, as are descriptions of text specific and general expectations.

The findings of the study grow out of these descriptions. Among the findings for the three readers are the following: (1) each girl had a preferred way of responding which was similar for both the short stories and the textbook selections, (2) both types of text were evaluated on the basis of expectations for reading and knowledge and beliefs about text content, (3) all participants were able to benefit from group discussions, although to different degrees, and (4) all three girls demonstrated meta-response, awareness and monitoring of their responses, and were sensitive to the response patterns of the other group members. Overall, the findings support a theory of response which accounts for reader, text, and reading situation, and which also includes critical responses during aesthetic and efferent reading. Questions for future research were identified on the basis of the findings.

CHILDREN'S SELECTION PREFERENCES BASED ON THE COLOR, SIZE, AND THICKNESS OF BOOKS

Order No. DA8517612

GILMORE, CAROLE PURCELL, ED.D. *Northern Arizona University*, 1985. 198pp.

The purpose of the study was to determine how the external book characteristics of color, size, and thickness influence young children's book selection. Books for this study were specially bound to evaluate each of these characteristics independently within the school library setting.

A total of 352 kindergarten, first, and second grade children participated by first selecting three books from amongst thirty books of ten different colors. Thereafter, the children were randomly assigned to one of two groups to select books by either size or thickness. Two sets of eighteen books representing six different sizes or thicknesses, respectively, were arranged for the children to make three size or thickness selections. Each child was observed as his selections were made and the choices recorded on a student checksheet.

Tabulations of the data were analyzed utilizing Chi Square for the children's first, second, and third choices. Each of the external characteristics studied was found to be statistically significant (.001). In making their selections, children predominately tended to choose books of three different colors, sizes, or thicknesses.

Several conclusions appear warranted from the data: (1) the external characteristics of color, size, and thickness do influence children's book selections; (2) the different selections by boys and girls are statistically significant (.05) for color and size, but not significantly different for thickness; (3) neither the children's grade level nor reading ability (high, middle, or low) is significant for color, size, or thickness selections; and (4) children tend to be strongly drawn toward extremes of book size. Comparisons with previous research are presented along with methodological recommendations for further research. Implications from the findings for book binders, publishers, librarians, and teachers are suggested.

NATIVE LITERATURE IN JUNIOR AND SENIOR HIGH SCHOOL PROGRAMS

GRANT, AGNES, PH.D. *The University of Manitoba (Canada)*, 1985.

The literature of North American Indians is not widely represented in Canadian schools. Because Native students are staying in schools in larger numbers than ever before it is important that Native and non-Native students alike receive positive and accurate information about Natives. Literature is an effective vehicle for the transmission and understanding of cultures. There have been problems in the acceptance of Native literature because the concept of "Native literature" has not been understood. Because it is still closely linked with the oral tradition there has been a reluctance to accept it as a legitimate body of literature. Problems of transferring this literature from the oral to the written, in translation from Native languages to English and in selecting among variant versions are examined. Myth and legend are defined and their importance in a culture are explored with special emphasis on folklore relevant to the development of a child. Traditional poetry is described and its role as a functional aspect of Native society is explained. A brief historical survey of Native literature from pre-contact to contemporary times is given. Better known contemporary writers and their major works, both American and Canadian, are discussed. The major aspects of contemporary writing are discussed. The dissertation concludes with a representative, annotated bibliography of Native literature suitable for Grades VII and XII literature courses.

THE DEVELOPMENT OF METAPHORIC COMPREHENSION AND PREFERENCE

Order No. DA8513596

GREEN, MERYL, ED.D. *Boston University*, 1985. 161pp. Major Professor: J. Bruce Fraser

This study sought to determine the effect of specific grounds on the development of metaphoric comprehension and preference and the relationship between the two domains.

Over 300 children in grades 1, 4, 7 and 8 participated in a multiple choice task. 32 adults were included in the preference portion only. In the preference portion, subjects heard a sentence fragment (topic) and three completions (vehicles) each based on a different ground, from which they selected the one they "liked best." In the comprehension portion, subjects heard 12 short stories, each biased toward one of the grounds and followed by 3 choices, one of which was a metaphoric completion. The grounds were form (static-perceptual), movement (dynamic-perceptual) and abstract (conceptual).

Results showed an increase in comprehension with age; by grade 4, children comprehended metaphors regardless of ground. No sex differences were found. There was no relationship between comprehension and preference based on ground. At all ages, including adult, form and movement were preferred almost equally; abstract was preferred least. There was no significant increase in abstract preference with age.

Academically talented and average students were compared in grades 7 and 8. The academically talented group comprehended significantly more metaphors than the average students. There was no significant difference in their preference patterns.

It would appear that metaphoric comprehension and preference are processed differently. Comprehension is approached as an analytic problem solving task. This constraint is absent in the preference task. Individual differences and aesthetic judgments appear to be the crucial factors in preference.

FOR THE LOVE OF IT: WOMEN WRITERS AND THE POPULAR ROMANCE

Order No. DA8505094

KIRKLAND, CATHERINE ELISABETH, PH.D. *University of Pennsylvania*, 1984. 357pp. Supervisor: Larry Gross

This study is an investigation of the media subculture constituted by female writers of the mass-market romance genre. Through in-depth telephone interviews with 55 published and aspiring romance authors in early 1983, three topics were explored: (1) the writers' view of the popular romance genre, then approaching its peak; (2) their views of their own romance manuscripts, their work; and (3) the romance writing process itself.

For the majority of respondents, previous romance reading experience had shaped the decision to write, and also contributed to such things as future writing goals, work habits, writing likes and dislikes, and the "inspiration" so often cited as a part of the writing process. These women were identified as romance readers-turned-writers who were drawn to a more active participation in the genre not only because of their frequently extensive romance reading histories, but because they see this as an ideal in-home career allowing them to fulfill family responsibilities while earning money through independent effort.

Through the interviews and through participant-observation of a national romance writers' group, the study also examined the nature of the romance community as a whole and the extent to which it influences members' views of their work and their situation in a larger literary and social arena. The authors thus talked about their books as "art," the relationship of romance reading and writing activities to feminism, and the political situation of romance writers with respect to editors and the publishing industry. A picture emerges of a cohesive community whose constituents view the romance itself, and both romance reading and writing activities, as contributing to a significant women's communication network that endows professional status and respect on its producers while at the same time is concerned with the articulation of a uniquely female fantasy.

A CHILD'S DEVELOPING SENSE OF THEME

Order No. DA8518979

LEHR, SUSAN STEWART, PH.D. *The Ohio State University*, 1985. 216pp. Adviser: Sharon Fox

No research has been done exploring the elementary aged child's ability to identify or generate theme using real children's books in natural research settings. In the present study 60 kindergarten, second and fourth grade children, comprised of high and low literature exposure groups as determined by using the Revised Huck Literature Inventory, were read aloud three books in two separate sessions. Two of the books had strong matching themes. Two genres were used: realistic fiction and folktales. Developmentally kindergarten children have not been shown to be capable of verbalizing themes from books. Furthermore, research suggests that second and fourth grade children are not adept with identifying main ideas in passages. Since theme is a higher level abstraction than main idea one would not expect elementary aged children to be able to generate theme statements. An informal interview was taped for each student which probed for theme from different perspectives, which differed greatly from previous research. Answers were analyzed using a Thematic Scale. Results indicate a parallel growth pattern by grade and literature exposure group in ability to generate theme. The identification of theme appears to be an early development in children, with folktales being more difficult to identify than realistic fiction. Contrary to previous research, kindergarten children can summarize stories and they do attend to the internal motivation of character. Kindergarteners in the high literature exposure group were able to state theme at and above concrete levels, whereas the low group was not. Second and fourth grade children analyzed and generalized themes from stories contrary to previous research. However, there was a strong relation between ability to generate theme and exposure to children's literature for all three grades beyond the .05 levels. The use of real books in a natural research setting acted as a stimulus in eliciting thematic response, which previous research has been unable to attain. Focusing on the child's perspective of meaning indicated that children can abstract themes from stories heard, which differ from adult answers, but nonetheless, are congruent with the text itself. The use of quality children's literature at home and in the classroom as a source of building background knowledge, which is important for reading comprehension, cannot be stressed enough.

A CONTENT ASSESSMENT OF TRADE BOOKS PREFERRED BY CHILDREN IN TRANSESCENCE

Order No. DA8514693

MCKNIGHT, NANCY T., PH.D. *The University of Akron*, 1985. 258pp.

The purpose of this study was to investigate the role of literature in meeting the needs of children in transescence. Developmental characteristics and issues related to transescence were investigated. These elements were then described as they occurred in the characters and contents of trade books preferred by children ages 10-14.

A random sample of 20 books was selected from a master book list compiled from three national or regional surveys of the reading preferences of 10-14 year-olds. Content assessment was the method of analysis used to gather data to answer the questions posed for this study.

The results of the study showed that the book characters displayed developmental characteristics found in transescence. The majority of characters were depicted at Piaget's concrete stage of cognition. A small number were at the transitional and the formal operational stages. Approximately one-third of the characters exhibited the trait of egocentrism.

A large number of books contained situations in which moral dilemma or conflict was present. The majority of characters reasoned at Kohlberg's Preconventional Stage 2 level in which reasoning is based upon one's needs. An additional number of characters used Conventional Stage 3 reasoning which is based upon the expectation of others. Although several characters used the highest level of moral reasoning, Postconventional, the majority functioned at Stages 2 and 3. This indicated that the characters in the books reflected this characteristic as it is found in transescence.

All but one of the books contained one or more developmental issues according to Erikson. The issue of intimacy was the most prevalent. The issue of industry and initiative occurred twice as frequently as did the identity issue. Although there were some differences noted about the occurrence of issues relative to the age suitability of books, all of the issues were found across the entire age range.

The elements of cognitive level of functioning, egocentrism, moral reasoning, and developmental isues were present in the books reviewed in this study. It was concluded that the trade books used in this study thereby fulfill the developmental needs of children in transescence.

A STUDY OF THE USES OF THE DAILY NEWSPAPER IN THE CURRICULUM OF ELEMENTARY AND SECONDARY SCHOOLS

Order No. DA8507066

OLSON, MARILYN RUTH, PH.D. *University of Oregon*, 1984. 183pp. Adviser: Edna P. DeHaven

The purpose of this study was to identify and describe the use of free newspapers in schools within the circulation area of one daily newspaper. The study explored four questions: Who uses the newspapers? When and how much are newspapers used? How are newspapers used? Why are newspapers used?

Two levels of data were used to identify patterns of usage and practice among teachers: (a) information from teachers' orders for classroom sets of free newspapers over a four year period (1980-1984), and (b) information from a survey of teaching practices among those who had ordered the newspaper during the last school year (1983-1984). A curriculum model based on a theory of interaction among skills, substance, and attitudes was used to analyze the practices described.

Findings indicated that those who used the newspaper were as likely to be elementary as secondary teachers and to be in either urban or rural districts. Over 50% of the teachers who ordered the newspaper did so only once.

Teachers appeared to be influenced to order newspapers by reminders of its potential and availability as a teaching resource. Findings indicated that most teachers used the newspaper for short units rather than for regular use throughout the school year. Only 10% of those who ordered the newspaper during the last year had ordered it the other three years.

Teachers' intentions and their methods for using the newspaper showed inconsistencies. Teachers reported that most newspaper activities were aimed at instruction about the newspaper, but a study of the assignments indicated that the newspaper was most often used as text for learning content. Similarly, teachers reported that the main goal of newspaper use was skill development, but they identified the most positive outcomes of newspaper studies to be improvements in knowledge and attitudes.

Teachers who had ordered and used the newspaper in the classroom reported that they read the newspaper regularly and valued it as an information source. Even so, 83% of those who completed the survey indicated they were less than sure that they would order the newspaper for their classroom if it were not free.

THE ROLE OF THE AMERICAN FATHER AS REVEALED IN SELECTED FICTION BOOKS FOR CHILDREN IN THE ELEMENTARY GRADES: AN HISTORICAL OVERVIEW AND CONTENT ANALYSIS

Order No. DA8509233

OTSTOTT, MICHELE, PH.D. *Texas Woman's University*, 1984. 291pp. Chairman: Bernard Schlessinger

This descriptive study was undertaken for the purpose of investigating the portrayal of the American father as revealed in selected fiction books for children in the primary (K-3) and upper (4-6) elementary grades. Periods under consideration were the years since 1930. Since the problem under investigation dealt with trends, changes and subject matter of children's literature over specific time periods, the content analysis method was used.

Three hundred and fifty-three fathers were identified in the 361 titles which were found to have met the criteria for inclusion in the study. Category designators for portrayal were determined by the activities the father was described as doing with or for his child, and/or by the problem or conflict presented in the book.

The role of the father most often encountered was that of economic provider with 229 fathers or sixty-four percent shown in this manner. This role portrayal was most common at the primary and upper elementary levels. At the primary level the father was portrayed more as one who supports and nurtures his child; at the upper level, he was seen more as an authority figure.

Fathers were seen to be involved with their children in 254 distinct activities. When the number of incidences of each is examined, the number is tragically low.

Throughout the study, the majority of the fathers were shown as being married with a family where the mother was present. This portrayal was consistent at both the primary and upper levels. While the father is beginning to be portrayed in other types of marital situations, the portrayal is not as frequent as it is in actual life. Also, the fathers who are not married to the child's mother are often shown as being generally ineffectual and often in a negative manner, especially at the upper level.

With the exception of marital discord, the same types of problems and conflicts surfaced throughout the study. However, fathers were shown as dealing with the upheavals in a more graphic manner and expressed more emotion in the recent titles. Fathers also appeared more vulnerable in later books, being portrayed as being less self-confident and in control.

AN INVESTIGATION OF CHILDREN'S PERCEPTIONS OF STORY CONTENT AS ELICITED BY THREE MODES OF PRESENTATION: THE STORYTELLER, THE READER, THE SOUND SLIDE SHOW

Order No. DA8512090

ROLANDO, MARGARET KERNAN, ED.D. *Montana State University*, 1985. 182pp. Chairperson: Henry Worrest

This study attempted to determine if three different modes of presenting a story--storyteller, book and reader, and sound slide show--represented different information potential by bringing different content to children's attention. Ninety third graders from three elementary schools in Butte, Montana, during spring 1984, were presented in small groups, with one of three presentations of the fairy tale, "The Wild Swans" and administered a paper and pencil instrument to determine their perceptions of three different types of content from the story--affective, inference and factual. This content had emerged from preliminary investigation with students and an adult panel analysis of the story text.

Since there was no existing instrument to determine children's perception of the story content, a crucial preliminary was the instrument development, which (though ancillary to the original intent of the study) became a major portion of the research. As most similar cross-media research has utilized individual presentations with follow-up interviews for data collection, this paper and pencil instrument, more readily amenable to statistical analysis, proved a novel approach warranting further consideration, especially with different age groups and reading levels.

Results indicated there was no statistically significant difference among the modes in affective content in the foreground of attention, number of and overall inferences and factual recall. There was no difference in approximately eighty percent of the specific inferences. While no definite conclusions about media differences could be drawn, the research process yielded some relevant observations: there appeared more active student participation with book/reader and sound slide presentations than with the storyteller. The format of the sound slide show illustrations may have influenced those specific questions evidencing response differences. Sound slide show and book/reader presentations may not differ enough to elicit different perceptions, although this bears further investigation.

The following cross-media research is also suggested: further research into the development of suitable paper-pencil instruments; continued investigation into the possible differences in information potential of different media, problem solving fostered, preferences related to learning style, long-term effects, and delineation of specific media attributes.

A SURVEY OF COURSES IN LITERATURE FOR ADOLESCENTS AS TAUGHT IN SELECTED COLLEGES AND UNIVERSITIES

Order No. DA8507979

RUSSELL, DAVID ALLEN, PH.D. *The University of Iowa*, 1984. 249pp. Supervisor: John W. Conner

Statement of the Problem. Do college and university programs in English education and in library science implement recommendations relative to the study of literature for adolescents? With focus on the basic course in adolescent literature, research questions were designed to determine if the course were offered and for whom, as well as its emphasis, content, and methodology. An additional dimension was to determine if the course differed according to the academic program in which it was taught.

Research Methodology. Graduate programs in secondary English education and in library science were selected for a questionnaire survey. Responses were received from 175 of the 200 programs surveyed. Data were analyzed and reported in the form of tallies and percentages for three academic programs which emerged from the analysis: English education, English, and library science. Some data were analyzed by using the Chi-square test for independence, with the alpha level of .05.

Findings. The course was offered by 72.5 percent of the respondents. The same course was required or recommended for both teachers and librarians by 42.1 percent. Wide reading and inclusion of topics judged to be of central importance (juvenile novel, literary criteria, adolescent development) characterized the course, regardless of the program in which it was taught. Significant differences among programs were found, however, for other topics or items of course content beyond the three judged to be of central importance. For example, library science respondents assigned greater emphasis to review sources, nonfiction resources, and nonprint materials.

Generally, respondents used a variety of teaching methods. The findings for the methods judged most beneficial were inconclusive.

Conclusions. The large number of institutions in the sample which offered adolescent literature affirms its importance in training English teachers and librarians. Because it was common practice to assign wide reading and to emphasize three items of content judged to be essential, the program in which the course is taught is not a critical consideration. Ideally, however, the course should be offered both in education and in library science programs in order to accommodate the differences in job functions between English teachers and librarians.

SUICIDE IN BOOKS FOR CHILDREN AGE 11-14

Order No. DA8514707

SHILTZ, PAULINE KAY, PH.D. *The University of Akron*, 1985. 333pp.
Adviser: Judith A. Noble

The purpose of this study was to determine what attitudes, philosophies, and information about children's suicides are presented in children's contemporary realistic fiction and nonfiction books published in the United States during the years 1970-1984, for children ages 11 to 14 years, and to compare the findings with current statistics on suicide to determine the accuracy of information which children might encounter in books. Further, this study investigated bibliotherapy as one method of suicide prevention by assessing the information found in books concerning suicide and by suggesting ways of using these books to help children understand the varying aspects of suicide. The major questions which this study sought to answer revolved around attitudes, philosophies, and information about suicide.

The sample for this study consisted of 27 fiction and 9 nonfiction books (all that were available) concerned with suicide or attempted suicide. These books were published between 1970-1984 and were recommended as being of interest to children 11 to 14 years old.

The research technique of content analysis was used in analyzing the books. Thirteen predetermined categories were employed for the fiction books and five predetermined categories were utilized with the nonfiction books.

Each book was read in its entirety, and all passages referring to the predetermined categories were recorded and tabulated. In addition, the nonfiction books were summarized and compared to current research for accuracy. The findings were used for conclusions and recommendations.

Thirteen conclusions were suggested for the children's fiction books and five conclusions were drawn for the children's nonfiction books. The major conclusion regarding children's books and suicide was: Taken as a whole, the children's fiction and nonfiction books that were analyzed, seemed to give an adequate and realistic presentation on the subject of children's suicides. It was concluded that there were no gross distortions or serious exaggerations of reality in the children's fiction books. It was encouraging to note that to some extent children's fiction books on suicide were reflecting what current research was reporting.

EXPLORING INTERPERSONAL PEACE CONCEPTS, EXEMPLARY LITERATURE, AND PEACE EDUCATION RESOURCES FOR THE SECONDARY SCHOOL ENGLISH CLASSROOM

Order No. DA8508542

STONE, LORENA MAY, PH.D. *University of Maryland*, 1984. 222pp.
Director: John C. Carr

The urgency of peace is being felt by increasing numbers of people as they become cognizant of the complexities of living in a world poised for war; yet, peace education is almost nonexistent in elementary and secondary schools. A lack of clarity of definition, goals, and approaches has added to the complexity of developing peace education curricula for these students.

This study explored the feasibility for the development of a secondary level literature course for the English classroom to support the theme of peace education, based on the identification of interpersonal peace concepts worthy of being taught, the identification of a body of exemplary literature appropriate to a secondary level English class, and the identification of the availability of supplementary resources for teaching peace.

Six national peace education leaders deemed the following interpersonal peace concepts as most worthy of being taught to the secondary school student: conflict resolution, social justice, global awareness, nonviolence, and world community. These five concepts were adopted for the remainder of the study.

Recommended literary works from the genres of short story, poetry, novel, and drama were rated by three secondary school teachers of English and five supervisors of English on the criteria of "literary merit," "exemplifies concept," "interest level," "reading level," and "availability." Fifty-one selections judged as appropriated for use with secondary school students of English were annotated by the researcher as a resource for teachers.

A list of thirty-seven organizations and thirty-one print resources for teaching peace was compiled by the researcher on the basis of her examination of peace education materials and the recommendations of peace education leaders.

It was concluded that the development of a secondary level literature course for the English classroom is feasible, there is appropriate literature for teaching interpersonal peace concepts, and supplementary materials and information exist to support the teaching of peace.

Recommendations for practice and further research include designing a course of study structured on the information provided in this dissertation and testing the efficacy of such a course.

THE TREATMENT OF CHILDHOOD IN AUTOBIOGRAPHIES OF TWENTIETH CENTURY AMERICAN WOMEN

Order No. DA8513793

UNGER, MYRA COZAD, ED.D. *University of Kansas*, 1984. 250pp.
Chairman: N. Ray Hiner

In order to investigate the perspectives autobiography--a formally shaped first person account of all or part of an individual's own life--brings to the study of female American childhood, over one hundred autobiographies written by American women (most were born after 1890) were surveyed, in addition to numerous works on the nature of autobiography, sex-role formation, women's history, and childhood development and history.

Both the thesis and conclusion of this study is that identification and analysis of what autobiographers specify as having shaped themselves, as well as investigation into the factors that shape a particular view of self, provide data from which to draw valid inferences and generalizations about the experience of childhood, if that data is scrutinized with an awareness of its limitations.

Chapters 2-5 deal with the four topics which emerged from study of the work of twentieth century American female autobiographers about the nature of childhood and follow a similar organizational pattern. Each chapter begins with a general introduction to the topic of the chapter, drawing upon a variety of autobiographies and other sources for examples. Then each chapter extensively analyzes from 2-4 autobiographies in which the main concern of the chapter is embodied. These analyses are followed by brief observations.

Works extensively analyzed are as follows: Ch. 2, "Recreating the 'Feel' of Childhood"--*Seven Houses: A Memoir of Time and Places* by Josephine Johnson, *How Dear To My Heart* by Emily Kimbrough, *A Quaker Childhood* by Helen Whitall Thomas Flexner; Ch. 3, "Role Models"--*I Know Why the Caged Bird Sings* by Maya Angelou, *Blackberry Winter* by Margaret Mead; Ch. 4, "The Development of Sex Roles"--*The Woman Warrior* by Maxine Hong Kingston, *Fifth Chinese Daughter* by Jade Snow Wong; Ch. 5, "Success in Leaving Home"--*Looking Back* by Joyce Maynard, *Home to the Wilderness* by Sally Carrighar, *Facts of Life* by Maureen Howard, *The Hearthstone of My Heart* by Elizabeth Borton de Treviño.

TEACHING POETRY IN A NURSING HOME: A TWELVE-WEEK CURRICULUM Order No. DA8506305

WEIXEL, KIRK RICHARD, D.A. *Carnegie-Mellon University*, 1984. 117pp.

This dissertation provides a twelve-week curriculum applied specifically to nursing home teaching. The twelve-week curriculum is derived from a course that I taught at Laurel Crest Manor nursing home, Cambria County, Pennsylvania between October 1981 and January 1982. In the first part of the dissertation I examine differences between nursing home and traditional classroom teaching and assess current teaching practices in courses with the elderly. This part of the dissertation discusses circumventing physical handicaps and choosing themes and subjects related to older people.

In my review of the Laurel Crest Manor poetry course, I discuss the necessity of staff support and participation in the class sessions. I also clarify the three-fold purpose of the Laurel Crest Manor course: to make available the reading and appreciation of poetry to people who might otherwise be denied such an opportunity; to provide a stimulating social event for people who have little chance for such an activity; and to allow nursing home residents to explore their experiences and emotions through poems. Before beginning a class-by-class review of the Laurel Crest Manor course, I discuss poetry selection and critical method.

My review of the Laurel Crest Manor course examines the ten classes, describing my intentions, evaluating student response, and discussing student poems. After my appraisal of the tenth class, I briefly assess the strengths and weaknesses of the Laurel Crest Manor course and explain the changes I made in developing the twelve-week curriculum.

The next section is the twelve-week curriculum with objectives, methods and procedures, and rationale provided for each lesson.

My concluding chapter discusses additional poems for teaching, elaborates upon the social effects of nursing home poetry courses, assesses the value of poetry readings for the elderly, emphasizes the importance of presenting poetry orally, and reiterates the need for nursing home courses. In a selective bibliography I also include references on poetry therapy for readers interested in a therapeutic approach to poetry.

THE EFFECTIVENESS OF BIBLIOTHERAPY ON CHANGING FOURTH, FIFTH, AND SIXTH GRADE STUDENTS' ATTITUDES TOWARD THE ELDERLY Order No. DA8509283

ZELEZNICK, BERNADETTE A. BORGESE, ED.D. *Temple University*, 1985. 143pp. Major Adviser: Howard E. Blake

The purpose of this study was to determine whether the use of the bibliotherapeutic process using realistic fictional literature could affect the attitudes of elementary age children toward the elderly.

This study included 67 fourth, fifth, and sixth grade students who were randomly divided into experimental and control groups at each grade level. No pretest was given so as not to disclose the true meaning of the study, which the students thought was a program to gain additional reading class credit.

During a three-week period the three experimental groups were randomly assigned to read three fiction books containing realistic portrayals of elderly characters, while the control groups were randomly assigned to read three fiction books which contained no elderly characters. The books were not discussed in either group. Each child was administered a multiple-choice test of comprehension on each of the three books.

The instrument used to determine attitudinal differences was Tuckman-Lorge Adaptation II Attitude Inventory which was adaptated and pilot-tested by the researcher. This was administered to each child in both the experimental and control groups at the conclusion of the three week study.

The data collected from the attitude inventory was analyzed by using a two-way analysis of variance procedure to test for significant differences, if any. A one-way analysis of variance procedure was used to test the comprehension test scores concerning the correlation of higher comprehension ability and greater positive attitude.

The results indicated that no significant differences in attitude were shown between the experimental and control groups or among the three grade levels, and there was no interaction between treatment and grade levels. The comprehension tests analysis indicated that students scoring higher in comprehension do not show more positive attitudes toward the elderly than students scoring low.

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